



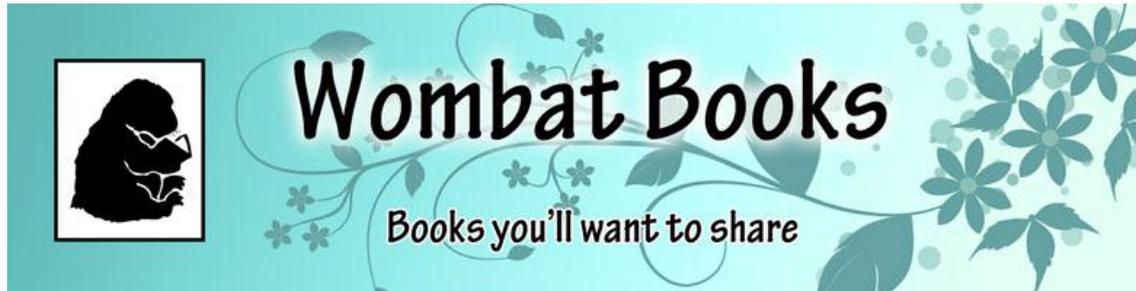
Teachers' Handbook

This Teachers' Handbook is aimed at providing teacher and student guidance in understanding and implimenting essential literacy skills in upper primary and lower secondary school studies.

Each chapter provides examples of explicit teaching in a particular area of study, closly linked to the chapter content of the text of, Jade and El-Sea.

When used in conjunction with the text, student learning potential is increased, providing opportunities for the development of skills essential to achieving National curriculum objectives.

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Jade and El-Sea

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Jade and El-sea Chapter 1

New Vocabulary

Impregnable	Stalactites
Translucent	Interior
Ancient	Leagues
Excruciating	Desperate
Girdle	Catapulting
Vulnerability	Guardian
Extinct	



Discuss new vocabulary for Chapter one. Segment the words into manageable chunks and focus on unusual or known elements to assist in the reading of these words.
Hint: Place hand under chin as each word is spoken and count the number of times the chin drops to assist in counting the number of syllables in each word.

Personal Word Banks

Assist students to build visual knowledge by searching for words of personal significance to them whilst reading.
These words can be added to their own personal spelling diaries as they are encountered. They can be investigated and used as a means of sharing in discussions, thus assisting in their metacognition of the story and the type of vocabulary used by an author to add meaning; create emphasis and entertain an audience.

Exciting Beginnings

Examine the author's introduction to the story in the first line.
How does he grab the reader's attention?
How else could the story have started?
Think: In 5 minutes think of a possible new beginning for this story and share it with the class.

Visualisation

Read the first five paragraphs of chapter one to the whole class. Model how expression and fluency assist in text comprehension.
Encourage students to visualise and discuss the mental pictures they have created during the reading.

Questions

- What was Jade doing when he heard the knock at the door?
- Who and what is Jade?
- What will happen when Jade goes to the door?
- If you were Jade, what would you say to whoever is at the door?

Common words with silent letters

Look Identify some common words from Chapter one with silent letters and create a class list of these words,
e.g. knocking, know, known, wrong, knelt, wrapped.

Listen Listen for the silent beginning consonant patterns within identified words and identify the letter patterns including new words beginning with 'gn',
e.g. kn, wr, gn. Add new words to the class list.

Feel Choose an identified word from the class list and trace it on the back of another person to see if they can guess the word.

Think Play a game of hangman using identified words.

Speaking and Listening

Model some of the dialogue between Jade and El-Sea in Chapter one and discuss the type of interaction between them.

How do they speak to each other?

Students role-play a short conversation between Jade and El-Sea taking note that rate and fluency enhances their comprehension of the text.

Under the headings 'Jade' and 'El-Sea' share and write some words to describe each character.

Answer the following questions as a class:

1. Who is El-Sea? What is her status?
2. How do Jade and El-Sea talk to each other differently?
3. How do you think Jade feels about the way El-Sea speaks to him?
4. What would you do or say if El-Sea spoke to you like that?

What Do You Think...?

Students' answers reflect the knowledge and background they have gained from their reading and provide opportunities to make predictions.

1. Who are the masters of the deep?
2. Who was Jade's mother?
3. Why has El-Sea searched for Jade?
4. What is a troll and what do they look like?
5. What could be causing the unseasonable warmth?

Identifying Text Types

Discuss the possible genre of this story and elicit knowledge of previously read literary texts and how different settings are established at the beginning of writing to orientate and set the scene/s as well as introduce the characters to the reader.

HINT: The orientation phase of narrative writing usually answers questions related to who, when and where.

Questions for Consideration

1. What is the author's purpose for writing this narrative?
2. Who is his audience?
3. What is the possible topic of this story?
4. What subject matter do you think it will contain?
5. Can you identify this text type?

These questions provide a stimulus to begin thinking about the author's purpose for writing. Has this text been written to inform the reader; change their attitudes or opinions towards a possible issue and/or instruct the reader through demonstrating conflict resolution and valued behaviour in society?

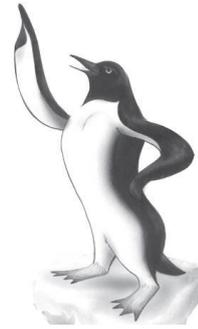
Additional Topics for Discussion or Project Development

What is appropriate behaviour when visiting people in their homes?
What is opal and where does it come from?
What other penguins or animals live in Antarctica?
What are volcanoes and how are they caused?

Jade and El-sea Chapter 2

New Vocabulary

knowledge	descended
concealed	labyrinth
ancestors	legend
barbarity	subterranean
migration	congregate
salvage	



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Alphabetise the above words using an alphabet strip. Problem solve how to alphabetise concealed and congregate, and subterranean and salvage once words with the same initial sound have been sorted.

Big Words

Choose a word from the vocabulary list. Using a set time, challenge students to make as many words as possible using some or all of the letters from the chosen word.

salvage

age, save, algae, gale, seal, gel, lava, sage, legs, lag etc.

Hint: The word can be written down on a piece of paper and letters can be cut up separately.

Word Functions

Build morphemic knowledge by completing the table below using words found in Chapter two.

Nouns	Verbs	Adjectives	Adverbs
walls doorways	slept descended	upper concealed	deep fast

Persuasive Language

The following questions can be used to initiate discussions focusing on persuasive techniques used in texts.

Question: Do you think El-Sea will convince Jade to help her?

Question: What persuasive techniques has she used?

Examine the emotive language used.

What words has El-Sea used to make Jade feel sad, angry, upset, guilty or sympathetic?

Do you think that getting Jade to feel this way will help El-Sea's argument?

When have you used emotive language to convince somebody to share your point of view? e.g. Asking parents to buy you the latest Playstation game.

Exaggeration

Do you think El-Sea has exaggerated to make things sound worse than they are?

Criticism

Has El-Sea criticised Jade's point of view so that her argument sounds better?

If so, how?

How has Jade responded to El-Sea's criticism?

Personal Pronouns

Examine the personal pronouns used to put pressure on Jade to act in the following statement.

e.g. "I'm beginning to have doubts myself, but if you can't then we're all doomed".

Look at the use of modality in the above statement and examine how it could be changed to give more weight to El-Sea's opinion/argument and intensify the point she is making.

e.g. "I am definitely beginning to have complete doubts myself, but if you really can't then we are all positively doomed".

Words used to express degrees of modality:

Certainty: definitely

Extent: complete

Emphasis: really

Confidence: positively

Try finding other statements in the story and practice changing the modality to strengthen the character's commitment towards persuading others.

Try changing the following:

Frequency: use 'always' instead of 'sometimes'.

Probability: use 'certain' instead of 'possible'.

Obligation: use 'must' instead of 'may'.

Importance: use 'essential' instead of 'needed'.

Intensity: use 'extremely' instead of 'slightly'.

Additional Topics for Discussion or Project Development

Jade describes humans as, '*soft-skinned hunters who decided to make war with the earth. First they made fire to destroy the trees, then captured others of their kind to be their slaves. And to keep their slaves docile, they made weapons to kill and conquer all who failed to worship them*'.

Is this an accurate description?

Describe three examples from history to support this belief.

The Southern Ice Flow (Antartica) has rock (Land) below the surface of ice, is this also true of the Artic ice mass?

What are glaciers?

Jade and El-sea Chapter 3

New Vocabulary

Complimentary	Enslave
Splendour	Suicide
Vigilance	Hieroglyphics
Silhouetted	Sarcasm
Pendulum	



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Morphemic knowledge – Prefixes

Look at how the following words have prefixes which change the base word to which they are added.

Unsuspecting	Intersection
Unaware	Recoiled
Translucent	

Look at the meaning of these words with and without their prefixes and share what you discover.

Un-suspecting	Inter-section
Un-aware	Re-coiled
Trans-lucent	

Think of and list other words using the above prefixes and discuss how they assist you to work out the meaning of words.

Mental Processes

Authors effectively use mental processes to divulge a character's true feelings or thoughts. Thought bubbles are sometimes used to display mental processes. The mental processes in this text are written in italics. Look for examples of these and brainstorm how they have allowed the reader to gain more knowledge and insight into El-Sea's character and how she feels towards Jade.

Have-a-go

Try to add some mental processes for the character Jade and share what you think he could be thinking and not saying to El-Sea.

Metaphors

Metaphors are used as literary devices to enhance imagery. They allow the reader to develop clear images through comparing things that have similar characteristics. Look at the following metaphor used as a literary device by the author.

Ships - floating castles

Metaphors use 'is', 'are', or 'were' to compare or they can directly substitute one thing for another as in the example used above.

Think of metaphors for the following:

Whales Penguin
Dragon Hunters

Share your metaphors with a partner and see if they can tell you which word you are using a metaphor for.

Search for Answers

What is the Southern Iceflow?
Who are the hunters?
Are whales hunted today?
Do whales beach themselves?
What are the Hotlands?

Additional Topics for Discussion or Project Development

What other animals can change the colour of their skin and in what countries can they be found?

Why did humans hunt whales?
Do any counties still hunt for whales? If so why?
Why is it important not to hunt whales?
Why do some whales get stranded on our beaches?

What effect does the axis of the planet Earth have on the Arctic and Antarctic regions?
What effect does the axis of the planet Earth have on the Earths seasons?

Jade and El-sea Chapters 4 and 5

New Vocabulary

Camouflage	Altitude
Intensity	Malicious
Burnished	Obtuse
Miniature	Avalanche



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Thinking about Narratives

What techniques has the author used to capture the audience's interest?

Discuss the use of the following to elicit responses and talk about features of narrative texts:

- Humour
- Interesting characters
- Interesting plot and complication
- Use of descriptive language

What is the complication/problem in this story?

What message/s do you think the author is trying to convey to his audience?

What and who do you think the complication will involve?

Do you think it will involve any of the following:

- One character against another
- A character against society
- A character against nature
- A character against themselves

Make Connections

Do the main characters remind you of anyone you know?

Explore and make connections between the characters in the text and think of text-to-self relationships that may occur.

Extended Noun Groups

Different kinds of adjectives are used to provide more specific detail.

e.g. long slow whistling breath.

Expand the following noun groups to add more detail:

- | | |
|----------------|-----------------|
| Icy corridors | Wet fish |
| Shrieking wind | Tiny peephole |
| Burnt coral | Purposeful step |

Compound Sentences

Compound sentences are made up of two adjacent independent clauses and these are linked through the use of a linking conjunction or coordinator.

e.g. He tried to sound convincing but he knew El-Sea might ignore him anyway.

Hint: Just as compound words are made up of two independent words, compound sentences are made up of two independent clauses.

The following are linking conjunctions:

and, meanwhile, or, then, but, so, nor, for, yet

Hint: Conjunctions are not found at the beginning of compound sentences.

Find and underline the linking conjunction in the following sentences:

“I would have no trouble getting well above it but at that altitude the air would be too thin for you to breathe”.

He went straight to the far end of the room and he collected two large pouches.

Additional Topics for Discussion or Project Development

What are blizzards and how are they caused?

Is it possible to fly above a storm or blizzard?

What would the weather be like above the storm clouds?

At different levels above the surface of the Earth, the wind may blow in different directions. How is this possible?

Is it true that all beasts that fly do not get lost? Provide an example to support this

Jade and El-Sea Chapter 6



New Vocabulary

- Relentless
- Ravenous
- Intensified
- Laden
- Penetrate
- Shaft
- Strategy
- Descendents
- Hypnotised

Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Sub-classes of Pronouns

Pronouns are a sub-class of nouns. They are sometimes used to replace a noun in a sentence.

Look at the types of pronouns below and the members of their sub-classes.

Personal pronouns refer to a specific person or a group.
e.g. She breathed a sigh of relief.

Possessive pronouns modify and/or describe a noun:
ours, his, hers, theirs, mine, yours. e.g. The figure brought his arms forward until the ends of his sleeves touched, pointing to El-Sea's cavern.

Reflexive pronouns point back to the subject of the sentence: himself, herself, myself, itself, oneself, ourselves, themselves, yourselves. e.g. El-Sea heard the drolves bouncing off the glassy packed-ice wall and permitted herself a smile.

Relative pronouns begin a subordinate clause and connect it to another noun preceding it in a sentence: which, who, whose, whom, that, where, when.
e.g. But there is mention of someone who may be able to help us.

Hint: A pronoun needs to agree with its antecedent in person, number and gender.

Find examples of personal, possessive, reflexive and relative pronouns in the text.

Sub-classes of Pronouns

Personal	Possessive	Reflexive	Relative

The Author's Voice

Personal pronouns can help us to determine if the author is writing in the 1st, 2nd or 3rd person. Look at the personal pronouns used in this text to determine which voice the author is using.

1st Person – telling a personal story using the personal pronoun 'I' or 'we'.

2nd Person – talking directly to your audience using the personal pronoun 'you'.

3rd Person – the story is told from the point of view of your character using 'she', 'he', 'it' or 'they'.

Hint: Narration is writing in the 3rd person.

Additional Topics for Discussion or Project Development

El-Sea makes reference to beasts that were enslaved by the early Hunters who were tied to sleds, laden with provisions, and forced to tow them. What do we know of these beasts?

Why were they important to the early exploration of the Antarctic?

Jade and El-Sea Chapter 7

New Vocabulary

Fragments	Flippant
Exhilaration	Descent
Vulnerability	Insinuation
Momentum	Accelerated
Plummeting	Reluctant
Concede	



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Question the etymology and meaning of the above words. Use an online source such as the 'Online Etymology Dictionary' found at:

www.etymonline.com/

Emotive and Evaluative Language

Explore the emotive language the author uses.

How does using this language arouse emotions in the reader?

Evaluative Language

Positive	Negative
exhilaration pleased tough spectacular	concerned stinking horrified sinister

Find other words to add to the above list.

Pick some sentences and change positive words to negative words to change the reader's perception.

Antonyms

Look at and discuss the patterns of cohesive relationships set up through the use of antonyms and synonyms.

Find the antonyms in the following sentences:

El-Sea's *scowl* transformed itself into a broad *grin*.

You think I am really *tough* but dragons have some very *soft* spots.

It sounded far more like *relief* than *regret* that the ride would soon be over.

Find antonyms for the following words and use both words together to create interesting sentences.

Increased	Loud
Pleased	Cry
Destroy	Concede

Synonyms

Find the synonyms in the following sentences:

Steeper and steeper, *faster* and *faster* they *accelerated* through a channel of ice.

“I think they know you went to *look* for a dragon but hardly anyone thinks dragons exist until they actually *see* one”.

Find synonyms for the following words and then use both words together in a sentence to add emphasis to your writing.

Created	Surrounded
Rescued	Looked
Sudden	Finished

Labeling Diagrams

In this chapter Jade provides a description of dragons. Draw a picture of a dragon and use the information from the text to label your picture.

- Wings are like steel
- Breathe fire from nostrils
- Fly higher than any bird
- Eat rock
- Bellies are very soft and vulnerable
- Power to destroy drolves
- Reluctant to kill another being
- Chooses never to attack or kill

Additional Topics for Discussion or Project Development

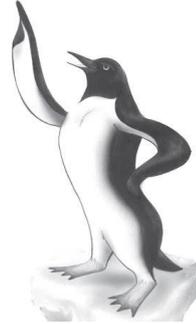
Jade claims that humans kill because they are afraid. Make a list of physical and emotional fears.

Jade claims to be a pacifist. Describe the life of a well known pacifist in history and the impact he or she made on society.

Jade and El-Sea Chapter 8

New Vocabulary

Hapless	Surrendered
Feisty	Humiliating
Protruded	Extortion
Submission	Juvenile
Conversation	Mission
Ignorance	



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Question the etymology and meaning of the above words. Use an online source such as the 'Online Etymology Dictionary' found at:

www.etymonline.com/

Clause Structures

A simple sentence is also known as a single independent clause.

All clauses must contain a verb.

The relationships between two independent clauses are shown using conjunctions.

As practiced earlier, compound sentences are joined by conjunctions such as: for, and, nor, but, or, yet, so (FANBOYS)

The clauses in complex sentences are joined by the following conjunctions: since, because, when, after, although.

Determine whether the following sentences are compound or complex sentences.

Sure, eating them was good but pecking them into submission was the best part. (*Compound*)

"Take me to Orlax, and don't call me a girl". (*Compound*)

She was careful not to teach them too well because she would lose her position in the flock. (*Complex*)

She smiled even more when she noticed that the penguin by the lake had its foot caught in a rock. (*Complex*)

Hint: Complex sentences are able to be manipulated by placing the conjunction and second independent clause in theme position.

e.g. She smiled even more when she noticed that the penguin by the lake had its foot caught in a rock.

When she noticed that the penguin by the lake had its foot caught in a rock she smiled even more.

Remember: Compound sentences do not begin with a conjunction.

Verbs

Fill in the missing verbs in the following cloze activity.

"I _____ over to help _____ your foot. If you hadn't _____ so fast I wouldn't have _____ you with my beak. It was your own fault, I _____ to help".

Jade and El-Sea Chapters 9 and 10

New Vocabulary

Scenic	Exhausted
Exception	Esteemed
Traversed	Intoxicated
Hygiene	Resolute
Prospect	Indignation
Illuminated	Hampered
Naivety	Irrational



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Adjectives

Adjectives are used to modify nouns or pronouns by describing, identifying or quantifying words thus giving the reader more information about the object being indicated.

There are different types of adjectives including pointing, possessive, comparing, factual, and adjectives that convey an opinion. Look at the following examples from the text.

Pointing

These adjectives are used to answer 'which' and can be identified through the use of the following words: this, that, these, those.

Example: As they made their way deeper into the mountain *these* vents became few and far between.

Possessive

These adjectives are used to answer 'whose' and can be identified by the use of the following words: my, your, his, her, its, our and their.

Example: With the exception of myself, *his* esteemed companion, he has received no visitors.

Comparing

These adjectives are used to answer 'how much' and can be identified through the use of words that compare two things such as: slow, slower, slowest, saddest, better.

Example: It was accompanied by a low guttural sound and the gnashing of teeth, of *many* teeth.

Factual

These adjectives provide the reader with factual information relating to age, size, colour etc.

Example: He had paid careful attention to the sequence of turns – every *second* tunnel to the left, followed by every *third* to the right.

Conveying an opinion

These adjectives convey an opinion and can be identified through the use of words such as: horrid, beautiful, good, pretty, funny etc

Example: Stubborn, willful ... He repeated the offer of help several times during the long tortuous trek through the dark labyrinth of tunnels under the mountain, and every time she refused.

Using adjectives to convey an opinion assist the reader to understand the relationship between the two main characters, Jade and El-Sea.

Find more of the adjectives used in the text to describe what Jade thinks of El-Sea.

Complications

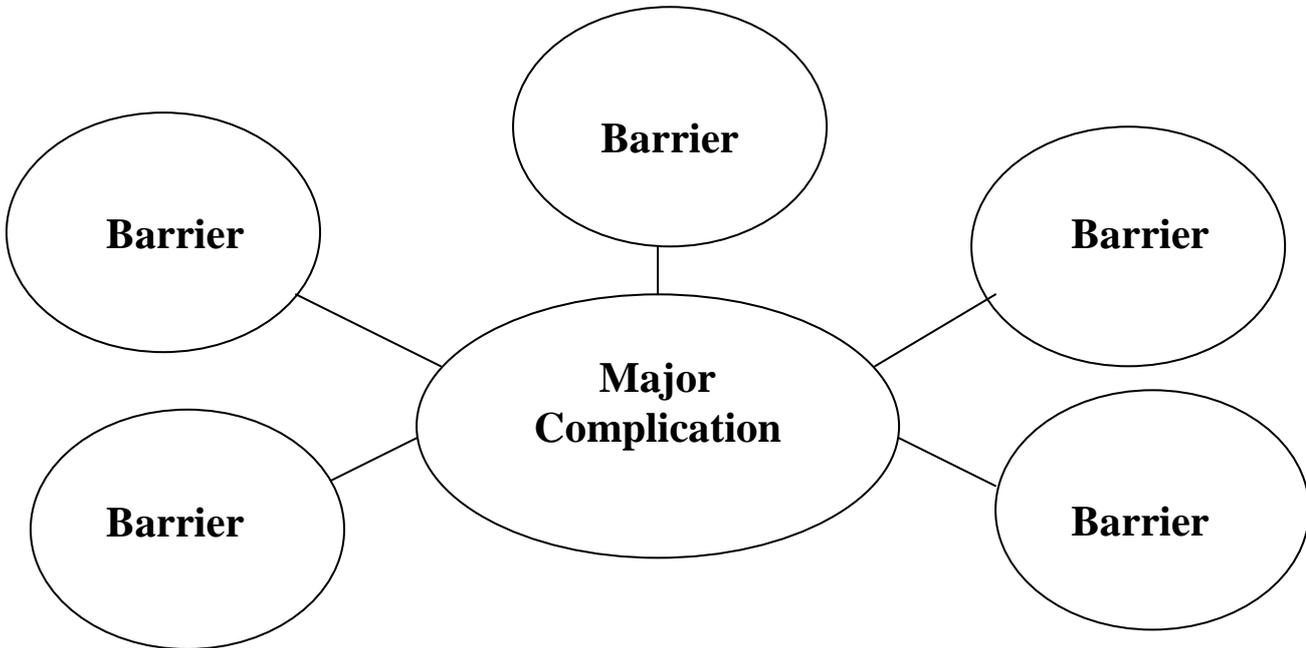
The complication in a narrative is a conflict or problem that the main character/s seek to solve. Along the way these characters encounter more problems or barriers that hinder their progress towards reaching their goal. These barriers can be presented through the introduction of several and/or new characters.

Barriers can also be presented by creating issues between the two characters that need to be resolved in order to reach their ultimate goal.

Characters can become dominating and personalities may clash, leading to differing opinions or ideas concerning how a solution can be found.

Identify the major complication in this narrative and then brainstorm some of the barriers that Jade and El-Sea have encountered. Build on these as the story continues

...



Additional Topics for Discussion or Project Development

Why did the fire from Jade's nostrils make the atmosphere difficult to breathe?

What elements exist in Earth's atmosphere?

How is Earth's atmosphere preserved?

Jade and El-Sea Chapter 11



New Vocabulary

Expression	Senile
Continent	Provocation
Disconcerted	Preserve
Resignation	Enshrine
Recruit	Loyalty
Suspended	Strident

Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Adding 'ion'

When adding '-ion' to a word ending in 'ct' or 'ss' there is no change in the spelling of the base word.

- e.g. express - ion
- direct - ion
- destruct - ion
- contradict - ion

Adding '-ion' on to a base word changes the meaning of the base word to mean 'the act or result' of the base word's meaning.

- e.g. Destruct means to destroy.
- Destruction is the act or result of destroying.

Finish the table below by adding '-ion' to the base words and find the meaning of both words.

Base word meaning	Meaning after adding -ion
Express	Expression
Direct	Direction
Contradict	Contradiction
Destruct	Destruction
Contract	Contraction
Success	Succession

Homophones

Homophones are words that are pronounced the same as another word but their meanings differ. e.g. blew/blue

Find the homophones for these words found in the text.

Word from text	Homophone
right	write
time	
past	

dies	
see	
their	
weight	
flee	
tail	
meet	

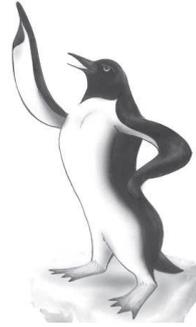
Additional Topics for Discussion or Project Development

Orlax claims the penguins are plotting to control the Flow. Sometimes it is difficult to know when people are telling the truth. What systems exist in our country to determine who tells the truth?

Jade and El-Sea Chapter 12

New Vocabulary

Agitated	Suspicious
Regimented	Prediction
Perils	Discourse
Harmony	Provisions
Disdain	Dissipating
Squadron	



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Types of Verbs

Action verbs are often referred to as ‘doing words’. An easy identification of action verbs is to ask the question, “Can this action be done?”

e.g. She *rolled* onto her back and *stared* at the sky.

Mental verbs refer to things like feeling and thinking and they are subjective words that express attitudes and ideas.

e.g. They are both *loved* and *feared* by all on the Southern Flow.

Relational verbs set up relationships between things within sentences. They can be used to identify things or show their attributes through the use of words such as is, are, has and have.

These words often act as auxiliaries for mental and action verbs.

e.g. We *have* heard tales of a mighty warrior, who walks alone in the wilderness of ice.

Identify and find examples of these different types of verbs.

Action	Mental	Relational

Examine an example of persuasive text to identify the predominant use of mental verbs.

Subject – Verb Agreement

Finite verbs are verbs that are specifically located in time. Other verbs used within verb groups are non-finite.

The finite element of a verb agrees with the subject to maintain subject-verb agreement and also locates what is 'going on' or 'happening'.

Present Tense –	I talk, I do talk, I am talking
Past Tense –	I talked, I did talk, I was talking
Future Tense –	I will / shall talk, I will / shall be talking

Additional Topics for Discussion or Project Development

What are Polar Bears; where do they live and what do they eat?

Jade pondered the words of his father's prophecies. What are prophecies? Give examples of short view (daily) and long view (years to come) prophecies.

Jade and El-Sea Chapter 13

New Vocabulary

Thermal	Inhabitants
Salvaged	Artificial
Battalions	Inscrutable
Gulag	Massacre
Altitude	Confrontation
Announced	



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Noun Groups

Meanings are built using noun groups to describe a person or scene. To identify the participants you ask, *Who?* or *What?*

The essential parts of a noun group consist of a determiner and a noun.

The following are types of determiners:

an article: the, a, an, some, any

e.g. Jade flew deep into *the* mountain with a growing sense of purpose.

a quantifier: no, few, a few, many etc

e.g. West of the gulag *several* battalions were combining to block the penguins' retreat and force them to Sliver Point.

a possessive: my, your, whose, the man's

e.g. "Put *your* head through the hole."

a demonstrative: this, that, these, those

e.g. But first I want you to wear *this* tunic.

a numeral: one, two, three etc

e.g. "And if you say *one* word about the quality of dragon poetry, I'll leave you here for Peck."

a question: which, whose, how many etc

e.g. "*Which* way to the coast?"

Find examples of each type of determiner in the text.

articles	quantifiers	possessive	demonstrative	numerals	question words

Hint: In normal sentences, the noun, pronoun or subject and the descriptive phrase accompanying it comes directly before the verb.

Additional Topics for Discussion or Project Development

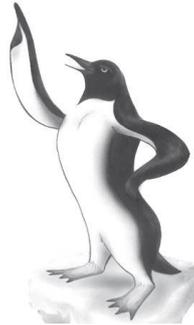
Jade asks an important question, *'if you had to choose between the penguins in Clairlind's care and the preservation of the Flow, which would it be?'*

Present the choices to a class and ask for a vote for each option. Generate a class debate. This debate may be modified to discuss whether or not the end justifies the means. Topical issues may also be introduced e.g. war, carbon tax, use of firearms etc.

Jade and El-Sea Chapters 14 and 15

New Vocabulary

Silhouetted	Surveyed
Traversed	Billowing
Turbulent	Fissure
Casualties	Superior
Deception	Preoccupied
Plateau	Embankment
Treacherous	



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Other Parts of a Noun Group

A noun group can also contain an adjective, adjectival phrase or a secondary noun. The main or principal noun in a sentence is called the head noun.

Adjectives are placed before a head noun as are adjectival phrases.

e.g. We're banking far too much on the *limited* intelligence of drolves.

Behind the tribes, a *low cloud of billowing* snow drifted in a slow, lazy swirl across the flats.

Secondary nouns act exactly like adjectives and these are also placed before the head noun.

e.g. She surveyed the *snow* haze as it turned to mist nearer the coast.

Add adjectives, adjectival phrases or a secondary noun to the following sentences:

Although renowned for his bravery, LaRoc knew he was no hero.

LaRoc marched down the valley.

Without the seals, the penguins made solid progress.

Then he would create a cloud ahead of the warriors.

LaRoc felt sure his heart had leapt into his throat.

Cloze Exercise

Complete the sentences below by filling in the missing nouns.

LaRoc estimated that the _____ would reach the narrow _____

in less than an _____. It would also take them the same _____

again to reach their _____. In the steep walled _____ of the

_____, it was possible to win against the _____ but at a mammoth _____. Even with three _____ to assist, the _____ could expect to lose ten thousand _____.

Additional Topics for Discussion or Project Development

The penguins in the valley lay in the snow, in plain sight of the drolves; why were they not seen? What other examples are there where camouflage is used? Are there occasions when we need to be seen (highly visible)? What could we do to improve our chances of being seen (at night, at sea)?

The penguins in the valley were saved when La Roc created an avalanche. What is an avalanche; what causes them to occur and how dangerous are they?

La Roc thinks he is not brave. How would we define bravery; is it based on what people do (rush into a fire to save someone) or the fear they need to overcome to do something (stand up to a bully)?

Jade and El-Sea Chapter 16 and 17

New Vocabulary

Intensified	Diplomatic
Obscure	Vague
Anticipate	Intimidated
Query	Assault
Announced	Crescendo
Transfixed	Assailants



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Similies

Similies are figurative language used to compare two things employing the words as, like and than. Look at the following examples of similies from the text.

Just as lightning strikes the earth and puts fear in the heart of the mountains, so shall we teach the drolves to fear the penguins.

Her feet felt *like boulders of volcanic rock*, getting heavier with each step.

Each breath was *like fire in her lungs*.

See if you can find the identity of the following based on the similies used.

_____ as rancid and rotten as decayed meat.

_____ as a lion charges towards prey.

_____ as white as pure snow.

Adverbials

The action in a sentence is described using an adverb, adverbial phrase or adverbial clause. Additional information is given relating to time, place, manner, reason and purpose.

Therefore adverbials answer the following questions:

Where?	When?	Why?	How?
How often?	How long?	How much?	

A variety of conjunctions is used to begin adverbial clauses and listed below are some of the main conjunctions used:

Time: when, after, before, as soon as.

e.g. "Soon we will reach the high ground at the top of the central ridge."

Reason: because, since, as.

e.g. Snowflakes skimmed over her forehead as she narrowed her eyes passing through the haze.

Purpose: so that, in order to.

e.g. Then he'd thawed the ice behind them to a soft sludge so that the drolves had to push through it.

Place: in, on, to, by, at, up, down, across.

e.g. She saw Spyk launch her body at a nearby drolve, then fall as her beak became lodged in his flesh.

Read a variety of sentences from the text and identify the additional information given by adverbials to describe the action.

Additional Topics for Discussion or Project Development

Jade created a blizzard. What is a blizzard?

What is the difference between a blizzard, a cyclone and a hurricane?

Jade and El-Sea Chapter 18

New Vocabulary

Consistent	Deceived
Billowing	Patronised
Neutral	Friction
Tremulous	Pensive
Formidable	Transfixed



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Prepositional Phrases

Prepositional phrases generally consist of a preposition followed by a noun phrase or noun group.

Prepositions are used to show how nouns and pronouns relate to other words in a sentence.

A prepositional phrase is a group of words beginning with a preposition and ending with a noun or pronoun. The noun or pronoun being introduced is called the object.

Examples:

El-Sea felt irritated by the smug expression on his face.

The billowing clouds you saw was me crashing into the snow.

Insert the prepositions in the boxes below into the following sentences.

of	across	on	inside	into	during	to
----	--------	----	--------	------	--------	----

“You should have seen the look _____ that drolve’s face when he broke his teeth _____ your tunic.

I tried that but the tip _____ my wing hit the ground and sent me cart-wheeling _____ the Flats.

“Well, I had nothing better to do and it beats sleeping _____ a rock.

She was joined by Spyk, who had remained at a polite distance _____ her conversation with Jade.

Jade fell silent for a few moments as they watched the last of the troops disappear _____ the valley leading _____ the spit.

Relative Clauses

Relative clauses are used to provide additional information and are often introduced by a relative pronoun.

Hint: who or whom – introduces people
which or that – introduces animals and things

e.g. She was joined by Spyk, *who* had remained at a polite distance during her conversation with Jade.

Form relative clauses by joining the following sentences using relative pronouns.

Can you see the dog on the street? I wonder who owns it.

Answer: I wonder who owns the dog *that* is on the street.

That boy can run faster than Tom. Have you seen him run?

Answer: Have you seen the boy *who* can run faster than Tom?

Additional Topics for Discussion or Project Development

Jade stated that blizzards are high winds spinning in a circle. Is it true that severe weather patterns travel in different directions (clockwise or anticlockwise) according to which hemisphere of the earth they occur; if so why?

Jade and El-Sea Chapter 19

New Vocabulary

Enthusiastic	Predators
Mobilise	Defaulted
Conscience	Stamina
Resentment	Ricocheted
Conflict	Platitudes
Remorse	Euphoria



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Personification

Personification is used by authors to give objects the characteristics or attributes of a living person or animal.

In the following sentence the sun is referred to as an object and this is indicated through the use of the pronoun *it*.

e.g. When the sun blesses the Flow, *it* dances in a circle around it, moving from east to west.

By changing the pronoun in the above sentence an author can refer to the sun as being capable of dancing and acting as a living thing.

e.g. When the sun blesses the Flow, *she* dances in a circle around it, moving from east to west.

Personification is used in narratives to make animals or objects do things that only humans can do.

e.g. For an instant his *voice shook*, then he cleared his throat.

Find examples of personification in the text and share your discoveries with the class.

Idioms

To a native speaker of a language, idioms are a natural manner of speaking but they can be difficult to understand for speakers of a language other than English.

e.g. **doesn't get a look in** – this is usually a negative term meaning that you are not going to get the opportunity to do something that you would like to do.

hero worship – an intense feeling of admiration for a hero or someone regarded as a hero.

Search online for popular and/or familiar idioms and contribute to compiling a class book of these to share.

Idiomatic and Literal Meanings

Although idioms convey a figurative meaning, the literal meaning or definition of the words used in the idiomatic phrase, have a separate meaning.

The words commonly used in an idiomatic expression are a *collocation* of words which, when used together as a group, become affixed to each other. Each word used in the idiomatic expression has a literal or different meaning when used separately.

Examine the idioms and idiomatic expressions collected in the class book and explore the literal meanings of each word used.

e.g. **Idiomatic expression** – ‘keep the wolf from the door’ means to be able to just get by at a most basic level.

Literal meaning:

Keep – retain possession of

Wolf – carnivorous animal

Door – moveable structure used to close off an entrance.

To retain possession of a carnivorous mammal in order to keep it from going near the door.

Additional Topics for Discussion or Project Development

LaRoc believed his ability to develop strategies that brought success without conflict was because of his fear. Are there examples from our own lives, when we have acted the same e.g. to avoid a bully or avoiding an argument? Is there a better way, if so what?

Jade and El-Sea Chapter 20

New Vocabulary

Moat	Automatically
Incentive	Mystic
Beckoned	Transparent
Incorrigible	Alternative
Intention	Interjected



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Definite and Indefinite Articles

Definite – When a specific object is being referred to that the person talking and the listener both know, a definite article is used such as ‘the’.

e.g. With the melting of both polar covers, *the* Hunters’ lands would be flooded and *the* oceans would increase.

Indefinite – The first time something is spoken about the indefinite articles ‘a’, ‘an’ or some are used.

e.g. “May I suggest that on *a* mission as important as this, that I be allowed to accompany you in search of Garbrood”.

Try writing a couple of sentences using an indefinite article to introduce the object referred to in the first sentence, then use a definite article to refer to the same object in the second sentence.

Hint: When the object being referred to begins with a consonant you use ‘a’ but when it begins with a vowel you use ‘an’.

Global Warming

Research for information related to global warming and the threat of the polar caps melting.

Good starting points are the following:

Earth’s rising temperature	Sea Levels
Environmental Protection Agency	Antarctica
Floating icebergs	Weakening glaciers
Greenland	Equator

Look at the ‘Intergovernmental Panel’s Report’ on climate change to view projections of the sea level change by the year 2100.

What effect could rising sea levels have on coastal cities, especially in the event of storms and severe weather like cyclones?

Author's Purpose

Discuss how the author of this text builds tension and how social influences contribute to the portrayal of characters and events.

Is the author trying to send his readers a message?

Understanding an author's point of view often reveals the purpose for writing and this helps the reader to interpret the information used in the text.

Encourage students to draw inferences from the author's intended or implied messages and justify.

Is the author persuading the reader to think, feel or act in a certain way by appealing to their feelings and/or values?

Additional Topics for Discussion or Project Development

El-Sea was angry at Jade for not revealing his intention to confront the Keepers. She said, *'How dare you treat me like a child, I thought we were friends! You are supposed to be my friend, not my mother.'*

Why did Jade not tell his friend what he planned to do?

If you were El-Sea, would you have wanted to know?

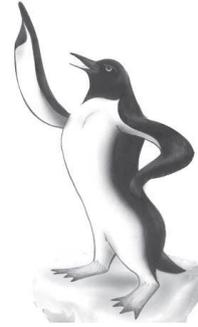
If you were Jade, would you have told her?

When, if ever, is it appropriate to keep secrets from friends or parents?

Jade and El-Sea Chapter 21

New Vocabulary

Riveted	Frolicking
Luxuriate	Aggressively
Gestured	Obscured
Impetuous	Propelled
Buffeted	Neutralise
Intoxicating	Matriarchs



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Narrative Mode

The narrative mode refers to the author's use of set standards to convey the plot to an audience. Narration occurs because of the narrative mode.

The main focus of narrative mode is the narrative point-of-view which enables the reader to determine through whose perspective the story is viewed. This is the relationship determined or assumed between the author doing the narrating and the characters. If the appropriate narrative point-of-view is used then emotions will be conveyed clearly.

1st Person Narrative Point-of-View – the story relates to a personal experience told through the eyes of the author.

2nd Person Narrative Point-of-View – identified by the author speaking directly to the reader using 'you'.

3rd Person Narrative Point-of-View – the author is detached from the story which allows him/her more freedom. This type of writing is characterised by the use of personal pronouns such as 'he', 'she', 'it' or 'they'.

Determine which point of view the above text has been written in.

Theme and Rheme

The topic of a sentence is generally the first idea or focus of the sentence. This is the theme and it is generally what you are writing about.

e.g. *The dolphins* stopped their game.

The rheme follows the theme and generally adds most of the new information to the sentence. The rheme is talking about the theme.

e.g. The dolphins *stopped their game*.

Circle the theme in the following sentences:

Spyk screamed her name.

Her head felt about to explode.
A dazzling light surrounded her.
The surface of the cove was calm, giving no hint of the turmoil below.

Now go back and underline the rheme in the above sentences.

Additional Topics for Discussion or Project Development

The hunters enjoyed the friendship of Dolphins and did not try to kill them. What other animals do we enjoy as friends? What is the difference between a friend and a pet?

According to the dolphins, mankind is slowly destroying the planet; 'It's as if the Hunters are determined to be the only species left on the planet. Not only are they killing the beasts of the land and pillaging the oceans, they are tearing down their own forests and pouring poisons into their freshwater streams. Whole nations have become surrounded with toxic waters. At first we thought they were doing it to force our forward observers to retreat from their shores. But it didn't stop there. They began setting fire to the forests and building huge machines to pump lethal clouds into the sky. We wondered if they were tired of killing the other species and had turned their attention on themselves.'

What are the contributing factors to global warming?

Jade and El-Sea Chapter 22

New Vocabulary

Compelling	Expansive
Sterile	Exaggerated
Extinction	Possessed
Accentuating	Reverberating
Retaliating	Anarchy
Audible	Brandishing



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Active and Passive Voice

When using the *active voice* in sentences, the beginning focus or subject is acting upon someone or something.

When using the *passive voice* the subject is being acted upon.

We can shift the emphasis from 'doer' to 'done to' by changing the *theme* from active to passive as in the following sentence.

One of the draped figures spoke but Jade couldn't be sure which it was.
Jade couldn't be sure which one of the draped figures spoke.

Rewrite the following sentences in the active voice by changing the rheme position to theme position.

The flow is melting and the song of the remaining whales is not strong enough to stop it.
After decades of suppression they have forgotten how to fish.

Direct and Indirect Objects

The Direct Object in a sentence can be found by looking for 'what' is receiving the action of the verb.

He fixed his gaze on *Jade*.

In the above sentence 'his gaze' is being fixed on Jade so Jade is receiving the action of the verb.

Indirect Objects always come before the direct object.

He fixed *his gaze* on Jade.

The structure of a sentence usually follows the following pattern:

Subject – Verb – Indirect Object – Direct Object

Choose some sentences from the text and circle the direct objects and underline the indirect objects.

Modal Verbs

A modal verb is a type of auxiliary verb that is used with the main verb to indicate modality and express time and mood. More information can be given and arguments can become more persuasive when a modal verb is used to give more information about the verb that follows it.

e.g. You *will* remain in this room without food or water until you agree to let us into your body.

Look at the arguments between Jade, Orlax and the Keepers.

Find the high modality used to strengthen their arguments and express their opinions more strongly.

Additional Topics for Discussion or Project Development

The book talks of global warming and the possible melting of the ice caps. How serious is the threat of global warming?

What are the experts predicting if nothing is done to halt global warming?

What could we be doing to save our planet?

The Keepers offer Jade the chance to be king of the world. What must he give in return?

As a king, Jade could have done a lot of good things for the world and humanity. Do you think he should have accepted the Keeper's offer?

Would you have accepted the Keeper's offer, and if so why?

Jade and El-Sea Chapters 23 and 24

New Vocabulary

Flourish	Regionalisation
Casualties	Deliberations
Plummeted	Resonating
Gratitude	Emissaries
Elocution	Protocol
Reverence	Squander



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Dependent and Independent Clauses

A clause is a group of related words which contains a subject and a verb and can be understood as being a traditional simple sentence. Dependent clauses can stand by themselves and independent clauses can't. Independent clauses communicate a complete thought and are a complete sentence.

Determine whether the clauses written in bold in the sentences below are dependent or independent clauses.

El-Sea and Spyk stayed close to the dolphins **as they led the way into a cathedral-like cave.**

It was a favourite haunt for whales who sought solitude without the threat of being iced in.

The action took less than a second **but it was enough to allow more drolves under the swing of the whalebone.**

Action, Mental and Relational Verbs

Look at the following sentences from the text and determine whether the verbs used are action, mental or relational.

They listened to the muffled sounds of battle from the trench.

The wind picked up snowflakes and swirled a light dusting of snow onto their shoulders.

They marched to reach the western forces and were in time to witness a company of drolves attacking the defenders at the beach from inland.

Word Search

Find the following words from the vocabulary list.

- | | |
|------------|-----------------|
| Flourish | Regionalisation |
| Casualties | Deliberations |
| Resonating | Gratitude |
| Elocution | Protocol |
| Squander | Reverence |

f	g	u	t	d	e	l	i	b	e	r	a	t	i	o	n	s	a	b	c
e	l	o	c	u	t	i	o	n	t	u	d	e	v	e	i	c	o	l	r
d	e	o	r	t	h	p	l	s	s	e	i	t	l	a	u	s	a	c	e
a	s	q	u	a	n	d	e	r	e	v	e	r	e	n	c	e	d	e	r
r	e	g	f	r	e	g	i	o	n	a	l	i	s	a	t	i	o	n	d
e	g	r	a	t	i	t	u	d	e	e	l	o	c	w	i	n	m	c	j
p	s	q	u	a	n	s	d	r	e	s	o	n	a	t	i	n	g	i	g
f	l	o	u	r	i	h	h	b	p	r	o	t	o	c	o	l	u	d	e

Additional Topics for Discussion or Project Development

Clairlind said it was better to lose a battle by following your heart than to win as a slave. Do you agree with this statement?

Give an example from history when weaker people or nations have risked all they have to fight for what they believe.

Is there an example in your own life where you stood up to someone stronger for what you believe?

The whales and dolphins believe the axis of the world is kept in place by the song of the whale. Is this true?

What determines the axis of the Earth and its orbit of the Sun?

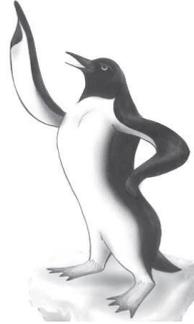
How many degrees is the tilt of the Earth's axis?

What would happen if it was perfectly straight?

Jade and El-Sea Chapters 25 and 26

New Vocabulary

Entombment	Hypnotically
Plagued	Primitive
Invincible	Insatiable
Predicament	Emanated
Fatigue	Sacrificed
Sinister	Quizzical



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Tense

Rewrite the following sentences using the correct tense of the verbs written in bold text.

El-Sea *move* to sit in LaRoc's lap.

As they finished *speak*, the hoods and cloaks that shaped their presence *fall* listlessly to the floor.

As the Keepers were *swallow* up, he stopped fire-breathing in an effort to save himself.

We *send* two scouts to *swam* out and see what was *happen* and they *report* that the slivers which protected our flank were melting.

The penguin messenger *draw* himself up.

Character Profiles

Choose your favourite character from the reading and create a character profile. Use the information you gather to create a 'Wanted poster' for your character.

Classification

Write the character's name and the period of time the story is set in.

Family

List known family members and their relationship with the character.

Appearance

Describe the character's physical appearance.

Personality Likes and Dislikes

List what you have learnt about the character. What are their favourite foods, hobbies or interests?

Interests and Experiences

What have they experienced or done in their lives?

What sorts of things interest them?

Additional Topics for Discussion or Project Development

Jade has offered his own life to save the lives of others.

Who do you know from history that has made the same sacrifice?

Would the world have been better off if Jade had agreed to the Keeper's demands?

LaRoc saw himself as a coward.

'I came into this battle a coward,' he said, looking down at his feet. 'All my life I have feared conflict. The closer we came to the battle, the more afraid I became. My knees shook so much, I had trouble standing up.'

Yet in battle he had no fear; why was this?

What does this tell us about confronting our own doubts and fears?

Jade and El-Sea Chapter 27

New Vocabulary

Hovering	Protectively
Embrace	Captivity
Luxuriously	Sympathy
Wreathed	Radiant
Contaminate	Tenacity
Guttural	



Find word meanings using a dictionary and add favourite words to personal spelling diaries.

Resolutions

Share your ideas on how the conflict/problems were resolved in this story.

Who was involved?

Which problems were resolved?

Is this the end?

Plot Summary

Write a plot summary highlighting the key points of the plot. Organise your summary as a timeline of events using time joining words and circumstances of time.

Past tense is used as the plot summary is writing about what has happened.

Hint: A plot summary is recount writing.

Additional Topics for Discussion or Project Development

What are the themes of the book?

What do you believe the author is trying to say about the environment?

What do you believe the author is trying to say about fear and self doubt?

What do you believe the author is trying to say about the choices we face in life?

About the Author

J. W. Dickinson

Married with three children, John W. Dickinson is a respected writer and artist who lives and works on a small island off the coast of Queensland, Australia. John has drawn on his love for the environment and his experience of working with people with complex behaviours to produce Jade and El-Sea, his first young adult novel.

John enjoys the use of fantasy to illustrate human traits and behaviours in the hope that it will create deeper insight and a new way of understanding the world we live in.